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> LEADERSHIP

IPLA 2007 Strategic Plan

In October 2006, the IPLA staff embarked on a strategic planning process to review and revise IPLA's program. The process involved over 120 people including superintendents, principals, university representatives, business people, teachers and other educators (see Alumni Update in this newsletter).

The 2007 Strategic Plan included in this newsletter added a set of Core Values, three Strategies, a Strategic Objective and a Delimiter. The Strategic Objective will provide IPLA's Advisory Board feedback on how IPLA is progressing in moving closer to our mission and vision and provide more formal data for program evaluation purposes. A measurement team is in the process of writing metrics for the objective.

IPLA VISION

The Indiana Principal Leadership Academy is a national model for the continuous improvement of principals as leaders of instructors. Through Academy experiences and educational challenges, these leaders are empowered with effective behaviors, processes and proficiencies. Graduates of IPLA are recognized as exemplary educational leaders in Indiana and throughout the country.

IPLA MISSION

The Indiana Principal Leadership Academy is committed to strengthening the leadership of principals. Focusing on people, the Academy provides high quality professional development for educational leaders to improve student learning.

CORE VALUES

We believe that;

- Individuals model a personal and professional code of ethics.
- Learning is a life long endeavor and essential to individual and organizational success.
- Professional development is most effective when it is applicable and relevant to each individual's experiences.
- Professional development is most effective when it is researched based and organized around a clearly defined curriculum.
- Individuals learn best when they are actively engaged in their own learning.
- Individuals learn from each other.

STRATEGIC OBJECTIVE

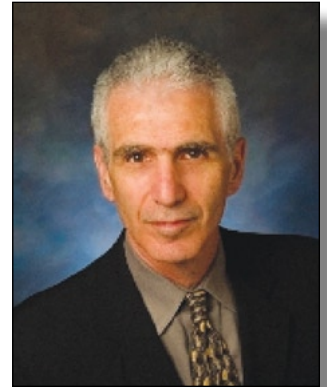
Participants will demonstrate the competence to apply IPLA curriculum standard skills in the areas of: Leadership; Teaching and Learning; Culture; and Communication.

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SAVE THE DATE!!
January 28 & 29, 2008

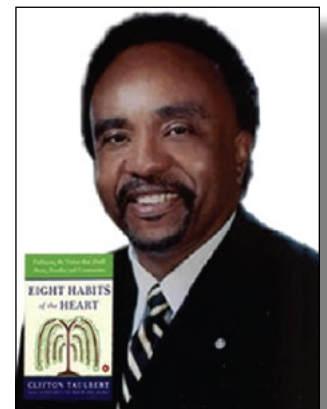
IPLA Alumni Association 2008 Winter Conference

January 28, 2008 Keynote Speaker
Dr. Robert J. Marzano
President & Founder
Marzano & Associates Inc.



Dr. Marzano's educational career has spanned over 35 years, more than 20 books and more than 100 curriculum guides and related materials for teachers and students in grades K-12. Dr. Marzano will be presenting the first day keynote covering many topics including Research Based Classroom Strategies and building students' academic vocabulary.

January 29, 2008 Keynote Speaker
Clifton Taulbert
President
The Building Community Institute
January 29, 2007 Keynote Speaker



Clifton Taulbert is an international thought-leader on the "Power of Community" and best-selling, Pulitzer-nominated author. He is the author of, *Eight Habits of the Heart for Educators*, which provides the foundation required to leverage the value of building community within our schools.





> LEADERSHIP

Silver Street School Scores a Presidential Visit

Yea Right! The Presidents Coming to my School!

by Tony Duffy

February 23, 2007 was like any other typical Friday. I was just sitting in my office after my walk through reviewing the many papers I needed to sign, reports to finish, and students I needed to see until my secretary told me that I had a call from a 202 number. Where was 202? I told her to take a message because I knew it was another sales person. The lady on the phone stated that a “very high level official wanted to visit Silver Street Elementary”. Was it the Mitch Daniels, Sue Ellen Reed, or Baron Hill? Curiosity got the best of me, so I took the call.

The lady on the phone told me that she was from the White House and the President of the United States wanted to visit my school, Silver Street Elementary in New Albany, IN. Yea right! Needless to say I was very skeptical. I KNEW this was a joke, hoax, con, or cruel game. I have many friends who are practical jokers and would do something like this, so I asked her many questions in hopes of spoiling my friend’s evil plan.

Who is this? Who put you up to this? Is this a joke? Is this a prank? Am I on Candid Camera or Punk’d? Am I on a radio show where everyone is laughing at me right now? I was not about to be duped by an amateur.

I quizzed her for several more minutes and finally she got tired of it and asked if I wanted to call her back to confirm her identity. I said yes, of course, because I knew this was a practical joke. I did not call the number she left because I thought this was our Director of Technology messing with my phone. I took down her number and then looked up the White House switchboard number on the internet. I called the switchboard and



Principal Tony Duffy and President George Bush

asked for Betsy. They sent me right to her office, but she wasn’t in, so I hung up still convinced it was a hoax. I then called the number on my cell phone and they sent me to her office again and she answered this time.

At this point I don’t mind admitting I was getting a little nervous and just a little more concerned about the conversation I had just had with Betsy. “What have I done?” What possible second career could I pursue? Since the realization of what had just transpired was sinking in my thick skull I decided the best plan was to beg. I bowed low, apologized for my actions, and asked for forgiveness for putting her through the inquisition. Surprisingly she took it very well. She had a great sense of humor!

One of my first questions was to ask why Silver Street Elementary in New Albany. We are a 90 year old inner city Title I neighborhood school with 280 students and 71% poverty. She said that the President was going to be in Louisville, KY in one week, March 2, and that he wanted to visit a Title I school with Silver’s demographics that had

made AYP every year since No Child Left Behind started in 2002-2005 and made significant gains in Language Arts and Math over that time. Silver Street had met both requirements. Betsy said they were looking at four schools in the area and they picked mine. She said the President would take a tour of the building, visit two classrooms, and make a speech on NCLB in my gym. She then told me that I had to give the President a tour and introduce him at the speech. Sure, I do this everyday. What does one say? I am delighted, I am thrilled, I am honored. I truly was. But did I mention I was afraid I would lose my voice, coherent thought, the rules of grammar, my bladder function should I

say something really stupid? This seemed so bizarre and unreal.

After I picked my jaw off the desk, she gave me two pieces of advice. She said that the good news is the President is coming and the bad news is that the President is coming. There was much work to be done. Finally, she said that the only constant that I will see is that everything will change many times everyday.

From Friday, February 23 until Friday March 2, my days were full of 200 plus phone calls and emails from the White House, many meetings and walk throughs with the White House Advance Team, White House Press, White House Logistics, Secret Service, and White House Communications. Every day brought one change after another. The visit took on its own life. I was trying to do my “regular job” and control the many groups, meet, do walk throughs tours with the different groups, answer questions, and try to work a plan where all my students and staff could meet the President. I had to ask my secretary to remind me to breathe

(continued on page 6)



IPLA Profile: Bea Younker

1. What school, corporation, or company do you work with?

I work at Battle Ground Middle School in the Tippecanoe School Corporation

2. What is your area of training?

My training is in building level administration



3. What was your IPLA experience like?

It has been a great networking experience. I have created new friendships and have gained valuable ideas from my cohort group.

4. What is your connection to IPLA?

I'm currently in year one with Group 43

5. What is your philosophy of education or leadership?

I see educational leadership as motivation, inspiration, dedication, and a positive attitude. Great things can be accomplished in an educational setting with these attributes. You have to love teaching and helping children become better people. You also have to be a mentor to students and staff to help them actualize their potential. An educational leader has to believe in equality of opportunity for all students. All students can have success on some level. Above all as a leader you have to have fun and share it with others around you! Dare to be dorky!

6. What is your favorite quote?

"Smiles are contagious...be a carrier."

7. What are you reading at the moment?

The Wisdom of Big Bird-Lessons from a Life in Feathers by Caroll Spinney and any book my first grader hands me. :)

8. What is unique about your school, corporation, or company?

We will be moving into a new middle school building in fall of 2008. Our population has grown by 50% in the last four years. We are located by the historic Battle Ground in Indiana where Tecumseh and William Henry Harrison battled.

9. How has IPLA contributed to your professional life?

Throughout our sessions this past year I have walked away with practical advice I can apply in my position. It is a wonderful opportunity, as I am a three year administrator, to brainstorm and talk with colleagues about common issues and themes.

Alumni Update

by Vince Barnes, Principal, North Elementary School

In its first decade of service, the Indiana Principal Leadership Academy received national recognition as a model of excellence for its work in the professional development of school principals. As the Academy entered into its second decade of service in the late 1990's, the IPLA staff made a strong commitment to ensure that the Academy curriculum and its programs continued to grow and develop in ways that reflected the ever-changing demands and increasingly complex issues confronting school principals. In the fall of 1998, the IPLA staff once again called on its stakeholders to provide direction for the Academy in the future. Stakeholders and IPLA staff met in 1998 and were challenged to anticipate and describe how schools of the future would be organized, to predict what and how curriculum will be taught, how learning will be assessed, and how the changing needs of students will be addressed (copied from IPLA website).



This Blue Ribbon Design Team served the Academy for the past ten years as the curriculum provided relevant and timely professional development. The IPLA curriculum provided principals and assistant principal's skills and also exposed them to new concepts of thinking and acting as educational leaders that they utilized back in schools throughout the State of Indiana. As the Academy celebrated twenty years this past January at the 17th Annual Alumni Association Winter Conference, IPLA continues to prepare itself for our school leaders as it enters its third decade of service.

This past fall, the staff of IPLA once again brought together stakeholders from across the State of Indiana in different regional meetings to begin the process of examining and reshaping the present and future of IPLA. With the leadership of Bill Gavaghan, Executive Director of IPLA, and international consultant Larry Huggins, the group of stakeholders and staff began the process of making IPLA even better for the next ten years. Bill Gavaghan began working with stakeholders who were principals, assistant principals, aspiring principals, teachers, legislators, and business leaders. He presented them with a vision, set of goals, objectives and strategies for feedback and suggestions. Larry Huggins led the group through a day of thoughtful conversations and ensured each stakeholder had an opportunity to share input for the future of IPLA.

Once these regional meetings were complete, the IPLA staff condensed all of the ideas from the four regional meetings and created a set of vision, mission, goals, objectives, and strategic statements for the stakeholders to react to once again in a consolidated meeting in March in Indianapolis. This day was facilitated once again by Larry Huggins as the group engaged in an enriching dialogue about the future of the Academy. Once this meeting was complete, the staff created an Action Team that will take all of the information from the regional meetings and the consolidated meeting and help form the future of IPLA in order to meet the future needs of the principals of the State of Indiana. The Academy has also created a Measurement Team to create a system to measure the success of IPLA based on student achievement. These two newly formed teams will meet and work throughout the next several years on creating a new and exciting future for the Indiana Principal Leadership Academy.



> LEADERSHIP

The Domain of Language

by Bill Gavaghan, IPLA Executive Director

This article, the third in a series on the Domains of Experience, will cover language. More specifically, I hope to define and explain requests, offers, and promises. Principals spend the majority of their time using language in conversation. In conversation we use six speech acts; assertions, declarations, assessments, requests, offers and promises. Some conversations produce a great deal of results and leave all participants thinking, "What a great conversation!". There are also conversations where you walk away feeling that you have wasted your time and no results or actions are expected. The difference in the two conversations may lie in how well you used the aforementioned speech acts.

Three of the speech acts; requests, offers, and promises (or commitments) is how we coordinate action with others and get things done. When you ask another person for help, you are making a request. Asking someone for a cup of coffee is a request. When you ask someone if you can help, you are making an offer. Asking someone if they would like a cup of coffee is an offer. A promise is when a person says "yes" to a request or an offer.

There are elements to a promise that must be present for the request or offer to be effective. There needs to be a speaker and listener, a specific action, time element, and the conditions of satisfaction. The following request contains all the elements: I ask John to bring me a large cup of coffee with cream in a styrofoam cup to my office before the meeting starts in 10 minutes. The action is bringing the cup of coffee. The time is 'before the meeting starts in five minutes'. The conditions of satisfaction are a large cup of coffee with cream in a styrofoam cup.

Which element is missing in the following request: I ask John to make copies of our school improvement plan for our early release day faculty meeting on April 10. I want the copies by 3:00 on April 9. The missing element is the conditions of satisfaction. I did not say how I wanted the copies or how many. If John gave me 5 unstapled copies of the plan by 3:00 for a faculty of 75 people, did he complete my request? The answer is yes. Should I be upset with John for not getting what I wanted? No. The problem is in my request.

How we make our requests and offers and manage our promises leads to positive relationships and trust. All organizations, including schools, are networks of promises. A network of requests and offers made to each other to get things done. A promise not kept can lead to a breakdown somewhere else in the system.

Principals need to be aware of the requests and offers they and others in their school make and create an environment where it is safe to say "no" to a request. To manage our promises and maintain our professional identity, we sometimes have to declare "no" to one request in order to say "yes" to a later request. Excellence in individual and team performance and the attainment of school goals depends on it.

To learn more about managing promises, see the Harvard Business Review's April 2007 article, *Promise-Based Management: The Essence of Execution*.



Bill Gavaghan

The IPLA Journey...A Path to Wisdom in the Principalsip

by Cheryl Smith

Reflection is a method that leads us on a path to wisdom. This article is a reflection of my incredible IPLA journey. The hardest part is finding the beginning, so I will refer to the poet Ibn Gabirol to provide a focus for this reflection. Ibn wrote, "In seeking wisdom, the first step is silence, the second listening, the third remembering, the fourth practicing, and the fifth...teaching others." Each section of this poem conjured up IPLA learning experiences that have become a meaningful part of my professional and personal life.

Silence and listening are two very important skills that were modeled to us by our facilitation team. I am a proud member of IPLA Group 42. Our facilitation team (Norris Team) was composed of dedicated, compassionate, fearless school administrators who willingly shared their knowledge and experiences. Every question and comment was treated with respect because we all shared a passion for education and children. Group 42 was silent when we worked with our leaders in small groups, large groups or individually. Then we listened when they spoke about community, school culture, communication and leadership.

Remembering the past two years of IPLA is the easiest part of seeking wisdom. I can vividly remember the enthusiastic speakers that graced the stage at our sessions. We sang songs and heard about reading fluency with Dr. Tim Rasinski, we learned how to assess climate and culture by looking at eggs with Jim Halik from Southern Hancock County and we practiced the language of leadership with Steve Barone. These speakers, our facilitation team and other honored guests "hooked" us with their innovative ideas and strategies. (Hence, the IPLA three ring binder!) The IPLA organization had a line-up of speakers that were hard to forget. Remembering what they shared made all of us better educators.

I believe steps four and five, practice and teaching go hand in hand with one another. During our second year in IPLA we practiced doing a climate audit with another group member. This was an important assignment because we were responsible for providing accurate information to our peer about the climate in their building. We also had the opportunity to practice interviewing school stakeholders.



Cheryl Smith

(continued on page 7)

several times that week. I didn't have time to eat or sleep for 7 days. It was a whirlwind of activities.

Luckily, I have a great Superintendent in Dr. Dennis Brooks. He freed himself and several key central office personnel to help with the many groups and jobs. Their leadership, advice, and help were invaluable. It was reassuring to know that I had their support and their guidance to stay focused during such an important time.

Our number one goal was safety. We were assured that Silver Street would be the "safest place in the world". Our second goal was for all staff and students to meet the President. We worked very hard for this opportunity. We met many times with the White House and Secret Service to work out different options and scenarios. We had many hours of meetings and negotiations. Dr. Brooks and I worked tirelessly for this to happen. Unfortunately we were not as successful as we would have liked to have been. Below is a list of options that we tried to work out:

- President visits every classroom
- President walks by every classroom with the door open
- President walks by every classroom with the door window uncovered
- Put all students and staff in one hall and have the President walk by
- Have the President come earlier in the day
- Dismiss earlier so all staff could come to the speech
- Get a substitute teacher for every classroom teacher
- Dismiss later in the day

They finally agreed on a plan that would allow every staff and student to see the President. They agreed on not covering the back windows and giving the teachers a 10 minute warning before the President came and allow everyone to move across the hall and into the windows for a view of the President. They would have the President get out of the car, turn to the windows, wave to all the staff and students, and allow teachers to take pictures. This option was not my first choice, but at least they were going to see him in person. The reason the White House and Secret Service turned down so many of our options were because of time, schedule, security, and protocol. One Secret Service agent told me that if the President didn't have another meeting right after the speech he would have approved the President visiting every classroom. He said the President LOVES people and



if he saw anyone he would have walked in every room and shook each teachers hand and thanked them for teaching. He would have talked to the students and got a picture made with the class. He would have stayed on for lessons. I understood their reasons, but was still very frustrated that everyone couldn't be in the same room as the President. Ultimately, this was the teams call, not mine. In the end we compromised and I relented on the grandeur of my request.

In the end, sixty students and fifteen staff members were able to see the President in person. Many students received autographs and had pictures made with him. All students and staff were able to see the President through the window waving at them. Every student and staff member would receive a picture of the President waving, President speaking, and their classroom on the stage with the Presidential seal and background. All staff will receive a DVD of the speech and a 250 picture slide show from the visit. Lastly, the White House agreed to send signed photos to many adults and students in the building. My staff was understandably upset that they couldn't meet him or go to the speech, but they were very professional and understood the circumstances that led to that decision.

After 15 hour workdays leading up to the President's visit, "Game Day" finally arrived. If any of you ever played sports you know that you get tired of practice, and I was, and you want to play the game. I was more than ready for "Game Day"! I was surprisingly calm. I guess they keep you so busy that you don't have time to be nervous. I was once again revisited by the dreamlike experience

that I had when the first phone call was made. The only part I was worried about was my introduction speech.

The President arrived around 2:00 and got out of his car and waved to the students and staff for about 10 seconds. He then came in the building to meet our greeters. It was finally "show time". I met the President and then took him on a 20 minute tour of my building. We talked about my school, NCLB, family, and work. He was surprisingly very down to earth and made me feel very comfortable and calm. He was very humble and nice. I kept looking at THE PRESIDENT. I was walking down the hall with THE PRESIDENT. We visited a kindergarten classroom and a fifth grade classroom. He was just as personable with the teachers and students. Then we all went to the gym for the speech. I introduced Gov. Mitch Daniels and he introduced the President. The President gave a 40 minute speech on NCLB

Reauthorization to 200 people in a very intimate setting. He then walked around and shook hands, posed for pictures, and signed autographs. He was patient and gracious to everyone. Then they left as fast as they came in. All that was left was a cloud of dust and lots of "pipe and drape".

So in the end, friends and colleagues, the reason the President visited Silver Street Elementary had very little to do with me and everything to do with the students and staff at Silver Street. They are an excellent staff whose motto is "Hard work, no excuse, and high expectations". I have a great staff, great parents, and great students. That combination makes for a GREAT school. It is an honor to be the principal of such a wonderful institution. I had the blessed opportunity to show the President where I was the "Commander-in-Chief" and I was proud of all those smiling, shining faces; even if they were through panes of glass. The President's visit was very surreal and still feels that way today. It was an otherworld experience because of the sheer magnitude of the visit and the personal meaning it will always have for me. I was inspired by the pride and joy I saw on the faces of the children and the staff. We honored the President as a school, but his visit honored the children and staff of Silver Street as worthy and dedicated learners and educators. They felt special and important because they are special and important. When I reflect back on it, parts are fuzzy and blurred; others in vivid detail just like a dream. I have to look at the DVD and pictures to remind myself that it really happened. I am just glad it wasn't a cruel practical joke by one of my friends.



(ESL continued from page 1)

STRATEGIES

We will integrate our curriculum, extend our learning, and ensure all learning is developed to the level of application.

DELIMITERS

All Academy sessions will offer learning experiences that will consistently feature: modeling; guided practice; networking; coaching; constructive feedback; and assessment of learner's competencies.

CURRICULUM STANDARDS

LEADERSHIP

The executive school leader:

1. Leads the development and implementation of the school's strategic and continuous improvement and achievement plan.
2. Forms and sustains effective leadership teams and professional learning communities within the school that focus on teaching and learning.
3. Develops, articulates, and works toward a vision for learning that is shared and supported by the school and community.

TEACHING AND LEARNING

The executive school leader:

1. Instigates and ensures best practice related to research-based instruction, curriculum alignment and assessments.
2. Initiates and sustains professional development for staff that includes effective, research-based strategies and measurement activities to ensure the transfer of new knowledge and skills to classroom instruction to improve student learning.
3. Collects and analyzes data, to make data informed decisions that improves student learning.
4. Hires, coaches, supervises, and evaluates teachers and staff that improves instruction and student learning.

CULTURE

The executive school leader:

1. Initiates research-based strategies that affect culture such as: inquiry, reflection, action research, networking, study groups, coaching and evaluation.
2. Assesses and improves the existing culture, manner of speaking and mood in order to generate an environment of constant learning and inventing.
3. Promotes a culture that honors and values diversity and supports the learning of all students.

COMMUNICATION

The executive school leader:

1. Generates conversations that effectively coordinate action and produce constructive relationships with a wide range of people, including the appropriate use of the following linguistic acts: Requests, offers, promises, assertions, declarations and assessments.
2. Utilizes the diversity of the school community at large and its resources to meet the needs of all learners.
3. Designs, convenes, and facilitates effective meetings.

(WISDOM continued from page 4)

Student, parents and teachers came to one of our sessions and participated in mock interviews. Both of these experiences required practice and teaching.

By far, the most valuable piece of IPLA are the people. The network of people that all come together because they seek the wisdom of one another. There was silence and listening as we began to know one another the first few sessions. Then there was the remembering of discussions, jokes, tears over frustrations and joys and late night cocktails at a local hangout. Lastly, the practicing and teaching when we call one another for the color-coded data analysis sheet, the name of the book about walk-throughs or the phone number of an HR director to discuss a job posting. The IPLA network is a link to the wisdom I desire.

Although I will soon be an IPLA graduate, I know my journey is not yet complete. IPLA opened up a whole new world to me; a world of knowledge, growth, passion and excellence. IPLA has helped me grow into an effective principal, but it has left me still wanting to know more. I look forward to the professional growth opportunities that will be offered by IPLA. I want to thank the IPLA leadership team, the Norris facilitation team and every Group 42 participant for the opportunity to be a member of such an extraordinary education team. . . Growing Together for Kids!

Cheryl Smith
IPLA Group 42
Principal, Templeton Elementary
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*By far, the most
valuable piece of
IPLA are the people.*

QUOTE CORNER

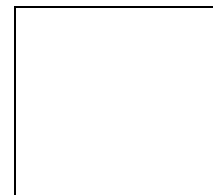
*"A teacher
affects eternity;
he can never tell,
where his
influence stops."*

Henry B. Adams 1838-1918
American Writer and Historian



INDIANA DEPARTMENT OF EDUCATION
Indiana Principal Leadership Academy

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Indianapolis, IN 46204-2798



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2007	
June 11-13	IPLA Academy Group 44 Orientation and Leadership Session at Brown County Seasons Hotel
June 12, 13	IPLA Academy Group 43 Leadership Session at Brown County Seasons Hotel
June 13-15	IPLA Academy Group 45 Facilitator Training at Brown County
June 21	IPLA Ipla Scholarship Interviews
June 21	IPLA Alumni Retreat
June 22	IPLA Alumni Board Meeting
July 25	IPLA Coaching Renewal with Larry Huggins
July 26	IPLA Action Team Meeting @ DOE
	8:00 A.M. – 3:30 P.M.

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iplanewsletter](http://listserv.doe.state.in.us/mailman/listinfo/iplanewsletter)

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